

# 74th MORSS CD Cover Slide

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Name of Principal Author and all other author(s): Traci Sitzmann

Principal Author's Organization and address: Advanced Distributed Learning

Phone:703-575-2013

Fax:703-575-4370

Email:[traci.sitzmann.ctr@adlnet.gov](mailto:traci.sitzmann.ctr@adlnet.gov)

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What Are We Really Measuring?

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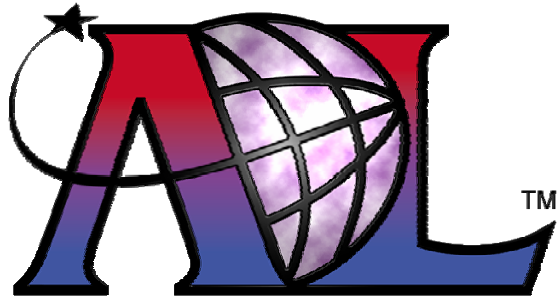
What Are We Really Measuring?

Presented in (input and Bold one): (WG\_x\_\_, CG\_\_, Special Session \_\_\_\_, **Poster**, Demo, or Tutorial):

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# **Self-Reported Learning: What Are We Really Measuring?**

**Traci Sitzmann**

**Advanced Distributed Learning Co-Laboratory**

# How Accurate are Perceptions of Learning?

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- **Adult Learning Theory**
  - ▶ Engage in self-assessment (Hammond & Collins, 1991)
  - ▶ Direct own learning (Knowles, 1980)
- **Past research on self-report skills and ability**
- **Current study is a meta-analysis to assess the meaning of self-reported learning data**

# Self-Reported Learning Meta-Analysis

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- Is self-reported learning an indicator of...?
  - ▶ Course satisfaction
  - ▶ Trainee motivation
  - ▶ Self-efficacy
  - ▶ Actual learning

# Key Terms

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- Meta-analysis – statistical summary of the research in a literature domain
- Declarative knowledge – trainees' ability to remember factual information (e.g., define key terms) presented in training
- Procedural knowledge – trainees' ability to perform a skill (e.g., complete a tax return)
- Self-efficacy – trainees' confidence in their ability to reach their training goals

# Method

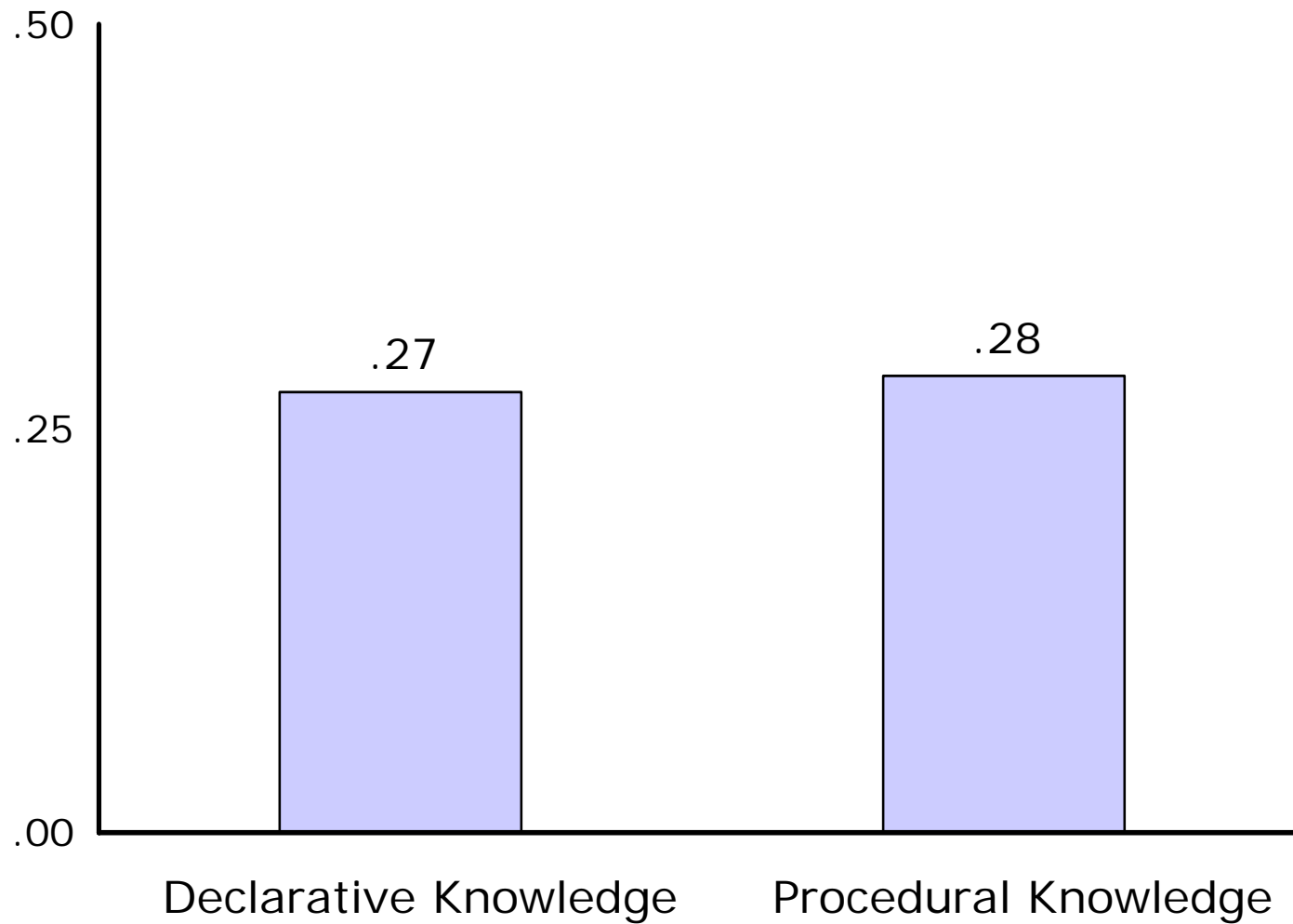
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- Coded 195 articles, 226 independent samples
- 45,080 trainees
- 76% undergraduate or graduate students
- 19% employees
- 5% military

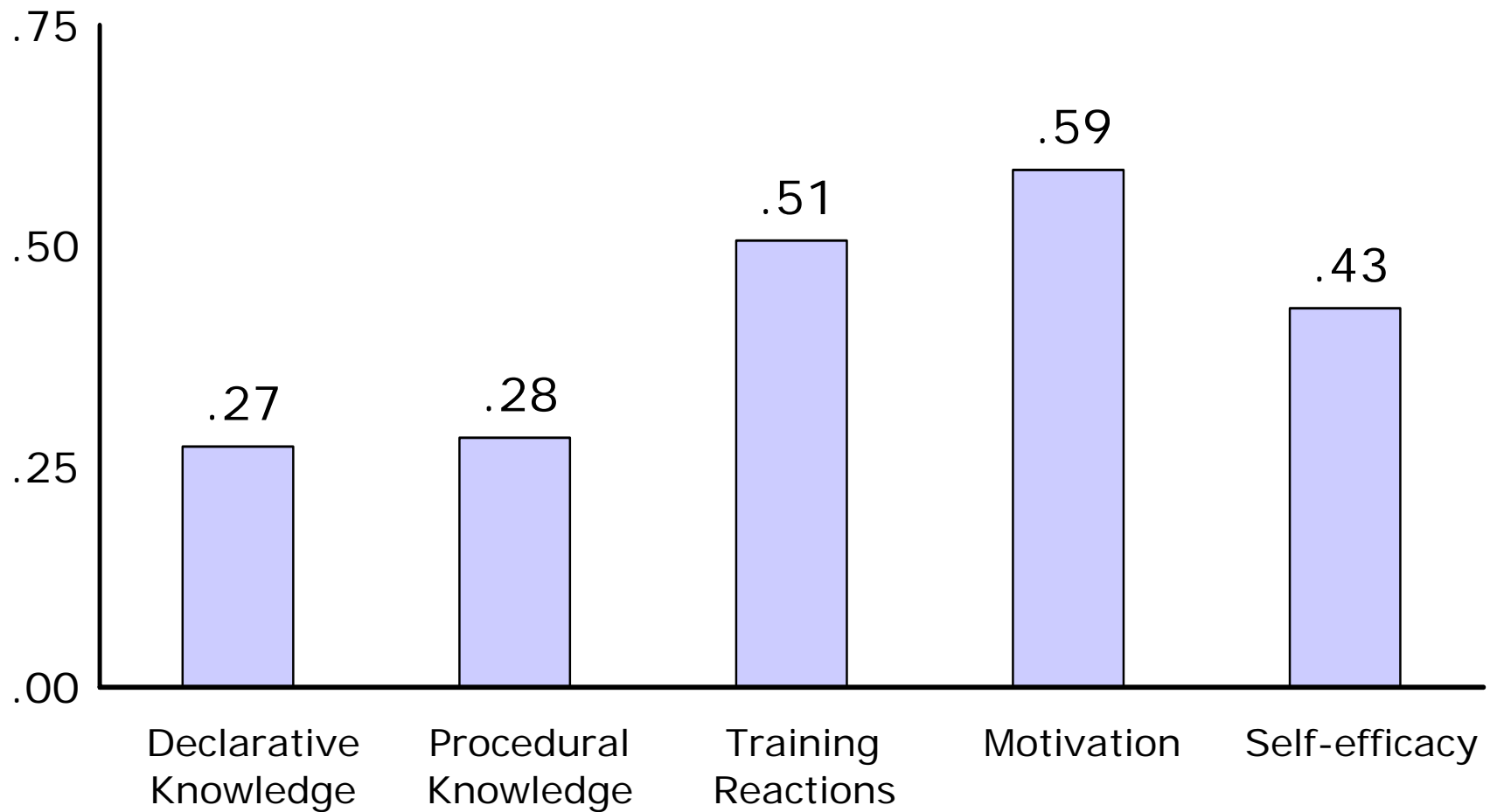
## Meta-Analytic Notional Example

Research report	Sample size	$r$	Total
Report A	150	.05	$r = .22$
Report B	288	.26	
Report C	35	-.02	
Report D	71	.18	

# Correlations with Self-Reported Learning



# Correlations with Self-Reported Learning



# Improving the Accuracy of Learning Perceptions

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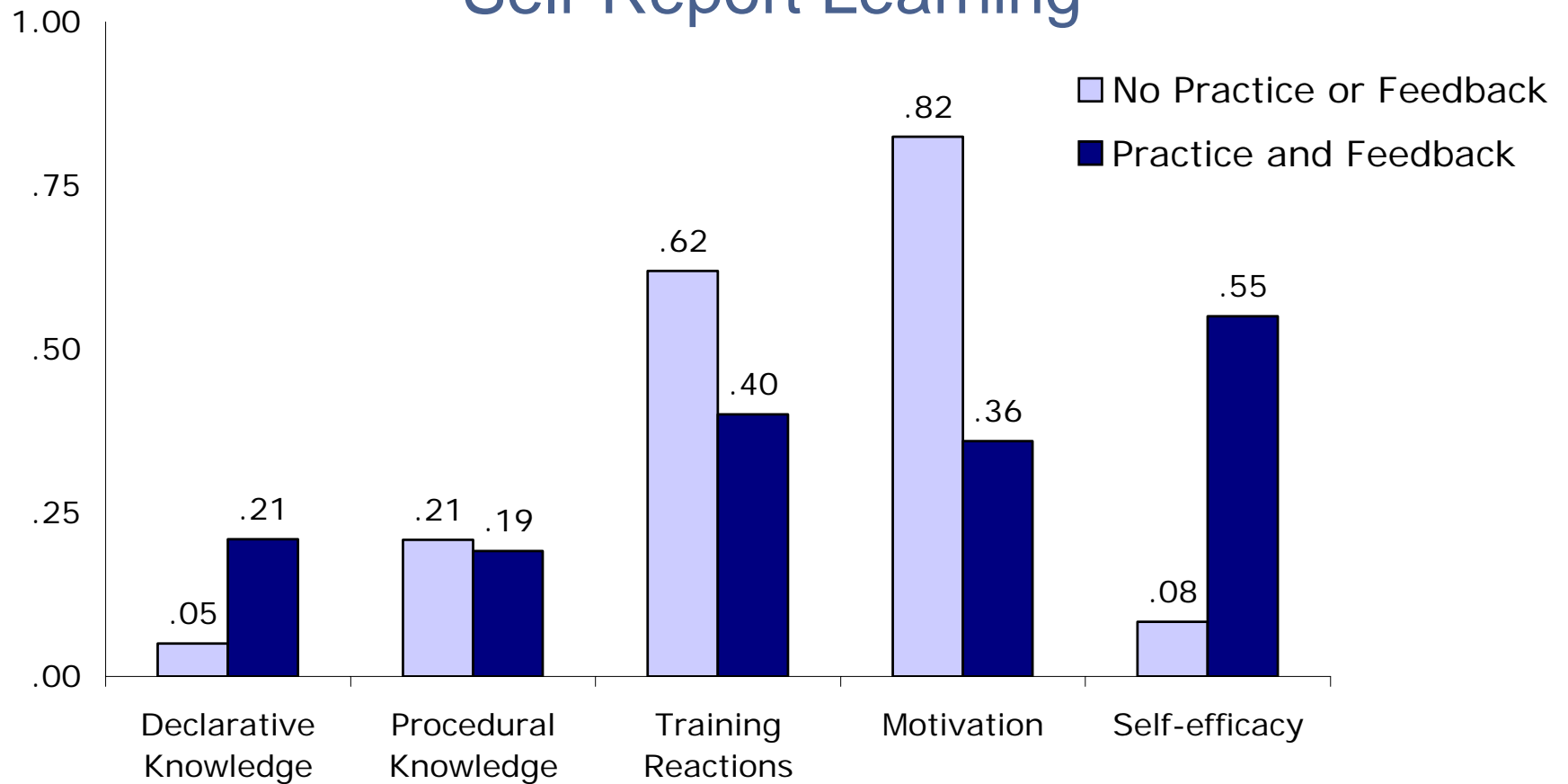
- **Practice and Feedback**
  - No Practice or Feedback
  - Practice and Feedback
  
- **Delivery Media**
  - Web-based Instruction
  - Classroom Instruction

## Meta-Analytic Notional Example

Research report	Sample size	$r$	Feedback
Report A	150	.05	Low
Report C	35	-.02	Low
Report B	288	.26	High
Report D	71	.18	High

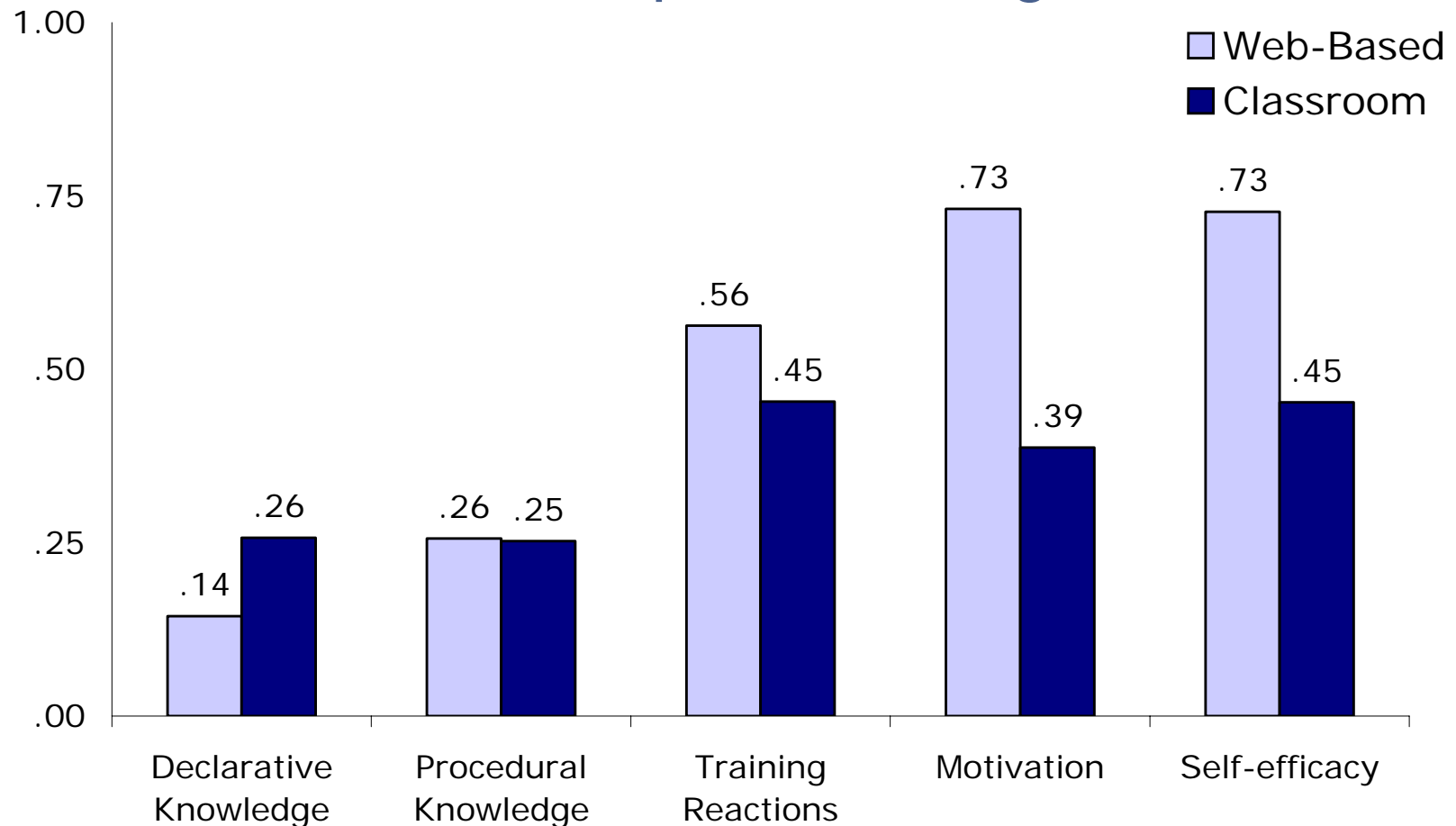
# Effects of Practice & Feedback

## Corrected Mean Correlation with Self-Report Learning



# Effects of Delivery Media

## Corrected Mean Correlation with Self-Report Learning



# Implications

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- Learners do not always have accurate perceptions of their own learning
- Affect has a strong relationship with judgments of learning
- Training course design can influence the accuracy of students' perceptions of learning